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ABSTRACT

To encourage the schools to train students in broad and flexible occupational competencies rather than specific job skills, the Oregon Department of Education has promoted the cluster concept of vocational education. Of the 14 occupational clusters identified as being economically significant in Oregon, business competencies in the accounting, clerical, secretarial, and marketing areas account for 4. This document describes how business teachers in three small school settings have developed programs to provide students with occupational training related to the real world of work in these four cluster areas. Sweet Home (Oregon) High School offers 28 students a year the opportunity to take on several occupational roles in rotation as "employees" of a simulated pet supply distributorship, the Wholesale Monkey Business. Students learn to work together, operate a company, use business machines (including computers), keep books and other records, maintain inventories, and perform other work functions. Alsea (Oregon) High School established a Business Open Lab through which students select and take minicourses in a number of business skills. Union (Oregon) High School offers a 2-year, flexible program including use of a commercially prepared office simulation, the chance to do real work in community offices, and training in student interest areas. (PGD)

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Business Education: The Creative Approaches of Three Small High Schools

Lois J. Rawers

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OSSC BULLETIN

Preface

Small high schools in Oregon and elsewhere face the dilemma of offering a broad range of courses in the face of severe staff and financial constraints. Noteworthy efforts are being made by Oregon small schools to overcome this dilemma.

We hope the business education programs of three small high schools presented in this Bulletin will serve as an incentive to others and will demonstrate that school size is not necessarily a hindrance to offering a good business education program. Key ingredients of these programs are the initiative and creativity of the instructors plus support and encouragement by administrators.

Lois Rawers is an OSSC graduate research assistant with an extensive background of experience in public schools. She has taught for the past seventeen years in elementary and middle schools in the Midwest, Oregon, and Idaho. Her most recent post was that of teaching principal in Idaho Falls, Idaho. She is currently a doctoral student in the University of Oregon's Division of Educational Policy and Management.

Philip K. Piele
Executive Secretary

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Introduction

When the cluster concept of vocational education was first conceived in Oregon some fourteen years ago, its purpose was to make students aware of the variety of occupations available within the state and the skills and talents necessary for them to fill these occupations. Educators agreed that vocational education would be more relevant if geared toward preparation for broad occupational areas rather than for specific jobs. Sydney Thompson, director of the Vocational Program Section, Oregon Department of Education, states, "The cluster concept is still a good idea. The broader-based programs updated for newer areas can prepare students for unknowns of the future. It's especially good today to prepare them for high technology."

The state's Vocational Program Section explains clusters in the following manner:

> Clusters are designed around common competencies in related occupations and aimed at making a majority of high school experiences relevant to the student selected tentative career goals, development of acceptable job attitudes, and encouraging and facilitating student involvement in cooperative work experience and vocational student organizations.

To qualify as a cluster, a grouping of occupations must have similar competency requirements, must employ 10,000 or more people in the state, and must exhibit an expansion and/or replacement need of at least 2,000 workers in the next five years. Fourteen clusters are currently identified within the state, four of them in the area of

business occupations: accounting, clerical, secretarial, and marketing. The following chapters describe how three relatively small districts have implemented the cluster approach to business education.

Given the goal of the Oregon Board of Education "to provide quality vocational education that is accessible to students," small schools as well as larger ones are charged with the task of providing occupational training related to the real world of work. But small schools are often quite limited by availability of both staff and facilities. The programs described here show how business teachers in three different small school settings have met that challenge. Their approaches, though varied, exhibit commonalities. Flexibility to meet varied student needs and real-world relevance are hallmarks of their programs.

Sweet Home High School's "Monkey Business"

If you asked a Sweet Home High School student for directions to the Accounting and Business Machines Cluster classroom, you would likely be answered by a shrug of the shoulders. If, on the other hand, you asked the way to "Monkey Business," you would be immediately understood. Short for the Wholesale Monkey Business, "Monkey Business" is a two-period occupational cluster that simulates a distributorship of pet supplies.

Development of the Cluster

Charles Thompson, business teacher, created the simulation in the spring of 1975 in response to an administrative directive. Thompson was asked to have a vocational cluster offering ready for implementation by fall of that year. Due to the staff limitations of a relatively small school, a wide variety of accounting and business-machines skills classes could not be offered separately. Thompson soon determined that his major aim in designing the cluster would be to incorporate as much of the real world as possible into one offering and, thus, depart from the traditional classroom atmosphere. In his attempt to create an experience relevant to students' tentative career goals and within staff limitations he decided to create an office simulation.

At that time there were only a few commercially prepared simulations available, all of which were "canned" programs, according to Thompson. He had tried a couple of them but found they had drawbacks. Annual costs could range from $250 to $350. Commercial programs were designed to be completed in relatively short periods of six to eight

weeks. His greatest objection was that they came with "right answers" based upon specific, predetermined company orders. What Thompson wanted was an open-ended simulation with no answer book. The simulation should allow him to control the number and kind of orders placed and should extend throughout a year's course. He concluded that his only option was to create his own. He landed upon the idea of a monkey supply distributorship. (Thompson reports that the products themselves help maintain a high interest level among students.)

The first year the cluster was offered, the training of students for their various positions within the company was mainly by word of mouth--instruction by Thompson and by students themselves as the jobs were rotated. The company began with a few basic office forms; others were developed as the need for them became obvious. By the third or fourth year an operator's manual existed that described company operations, job descriptions, and office forms. Through the years the manual has been revised several times as company "personnel" have found improved ways to handle their problems. Thompson holds periodic company conferences to address problem areas. Students themselves suggest and develop more efficient approaches that may include different routing within the office, altering an office form, or changing a job holder's responsibilities.

In the introduction to the current edition of the operator's manual, Thompson explains:

> The Monkey Business has been a successful attempt to combine a family of related jobs in the accounting field into a realistic atmosphere. After being a part of this program,

students will be able to see how a business office runs by a group effort built upon a variety of skills they can acquire in their own high school class. Over the years my students have offered many suggestions to make our company more realistic and functional.

Another source of input for improvement and revision of the simulation is Thompson's Community Advisory Committee composed of Sweet Home residents employed in accounting and office occupations. Through their up-to-date information about work-world office procedures, office forms, and worker characteristics necessary for particular positions, Thompson is able to keep his job descriptions current with real-world requirements.

The first year the cluster was offered there were concerns about attracting a large enough enrollment to make it viable. Therefore, no course prerequisites were required for registration. This approach has been continued during the past seven years; Thompson claims he has had some very successful participants in the program who couldn't type or operate a calculator before joining Monkey Business and who had had no prior bookkeeping training. Special education students have also successfully completed the program. Since that first year two sections of the cluster have been offered each year. Each section is a year-long, two-period daily block open to fourteen juniors and seniors. Each year the number of students who apply for Monkey Business well exceeds the enrollment limit of twenty-eight students. Acceptance into the course is based not on a student's prior business background but on reliability as determined from attendance records.

In his desire to incorporate the flavor of the working world into his classroom, Thompson was insistent upon creating an office atmosphere. He felt the bare equipment necessities should include individual desks arranged in an office floor plan, desk-top calculators, at least a few typewriters, and individual name plates. He started, in fact, with old-style adjustable typing desks, eight small IBM Selectric typewriters, and a ten-key adding machine of one style or another for each student. Two years later Thompson was able to add more modern L-shaped desks and office chairs on rollers.

The next year brought even more dramatic equipment changes through a district decision to pool all of the district's state-provided Vocational Cluster funds and funnel them into a single cluster each year. So, with approximately $6,000, Thompson replaced half of the adding machines with desk-top calculators and purchased three TRS-80 Model I microcomputers and one line-printer.

In more recent years a second printer has been added, computer storage has been converted from tape to disc, and old typewriters have been traded for modern, self-correcting ones. Last year, with all the district's Vocational Cluster moneys once again targeted for the Accounting and Business Machines Cluster, Thompson was able to add a third line-printer and buy three TRS-80 Model III's. (The Model I's are now used by the mathematics department.)

Company Operation

Actually there are two separate Wholesale Monkey Business companies, one operated by the morning section, another by the afternoon class. Each simulates its own distributorship of pet supplies designed

especially for monkeys. Each company has thirty-six "customers," which include zoos, pet stores, and private customers, who order, through customer representatives, monkey food, monkey medicine, and monkey care items. (See Appendix A for a complete list of items offered.) As mentioned previously, one of Thompson's objectives in designing his own simulation was to be able to control the volume and quality of company business through control of orders. Normally each of the three Monkey Business customer representatives places four orders per day, but volume of business can be adjusted or particular orders can be specified by the teacher.

The following description of actual office operations is adapted from "How Does the Company Work?" in the Monkey Business Operator's Manual by Charles D. Thompson. (Paper flow within the company can be traced on the flow chart in Appendix B.)

Customer Representatives send their orders to the company, where they are logged in by the Shipping/Receiving Clerk. The Pricing Clerk verifies the price and shipping cost and sends the order on to the Typist, who transfers it onto an invoice. Next, the Inventory Clerk, a computer user, subtracts the ordered items from inventory in stock and sends the invoice and order on to the Sales Clerk, who records the customer's order and total due in the sales journal. Then the Shipping/Receiving Clerk separates the order, which is filed, from the invoice, which is returned to the Customer Representative, who records it as a credit to be paid.

Customer payments are received by the Shipping/Receiving Clerk and passed on to the Cash Receipts Clerk, who prepares the bank deposit and

maintains the cash receipts journal. The latter is sent on to the Accounts Receivable Clerk, a computer user, who receives both the cash receipts (subtractions from customer accounts) journal and the sales (additions to customer accounts) journal and forwards them on to the Supervisor, who makes entries in the company books from these two journals.

When product supplies run low, more stock can be purchased through the Wholesaler, an agent who sells to the company from a wholesale price list and passes on discounts and early payment incentives. When the needed stock, represented by a typed invoice, arrives, it is added to inventory. The Supervisor records the debt incurred from purchase of supplies in the general journal and gives the invoice to the Accounts Payable Clerk for payment.

The Supervisor is chiefly responsible for operating the company, taking orders from the instructor, and giving necessary directives to fellow workers. This person must strive to develop a good working relationship among employees and see that tasks are accomplished, as well as maintain the company's master books.

Two auxiliary positions are Banker and Payroll Clerk. The Banker, a computer user, keeps the bank records, cancelled checks, and deposits of the company and its customers and sends out monthly statements. The Payroll Clerk, another computer user, keeps time (attendance) records and runs the biweekly payroll complete with deductions and tax reports. The payroll system and Thompson's grading system are closely intertwined.

Thompson combines the simulation with textbook assignments on

bookkeeping. Students must budget their time between doing assignments and operating the company. Every two weeks he administers a proficiency test over the basics of those assignments. Grades on these tests determine employee pay rates, which the Payroll Clerk multiplies by time spent in class (times four to make it equivalent to the real work world's eight-hour day). Resultant "earnings" are used both by the Payroll Clerk to issue paychecks and by Thompson to determine grades.

The various positions involved in the Monkey Business simulation are:

Accounts Payable Clerk
Accounts Receivable Clerk
Banker
Cash Receivable Clerk
Inventory Clerk
Payroll Clerk
Customer Representative
Pricing Clerk
Sales Clerk
Shipping/Receiving Clerk
Supervisor
Typist
Wholesaler

Positions are usually rotated every four to six weeks. Each worker is responsible for training his/her own successor at the start of each new rotation period.

There are times when the books simply do not balance due to workers' not following directions or other sources of error. Thompson advises:

> Despair not! Start over again. Why not? Sometimes it is a relief to have a clean slate and everyone has a real determination not to let any errors creep in this time. Although I try not to make a habit of it, there hasn't been a

year I haven't started over at least once and sometimes twice. Thompson employs a group problem-solving approach at such times to find ways to prevent these mistakes from happening again. He finds that, given a fresh start, workers seldom repeat the errors that led to the breakdown.

One additional facet of Thompson's occupational cluster merits mention. Toward the end of the school year, when textbook assignments are complete, students develop their own resumes, which they use in actual job-seeking. Through this process they address career goals and focus upon their own strengths and weaknesses. Thompson also uses this time for class discussion of positive employee characteristics and personal traits.

Impact of the Simulation

The most often-repeated description of Sweet Home's Accounting and Business Machines Cluster is that it is relevant to the real world of work. Gayle Giddings, a 1980 graduate of Sweet Home High School and Monkey Business and currently a secretary-receptionist with Barringer & Associates, Inc., a Sweet Home timber management firm, explains that the cluster experience introduced her to real-life office procedures and enabled her to understand "how things flow in a real office."

Cheryl Currey, a 1978-79 Monkey Business participant who is also employed by Barringer, feels that through the simulation she developed the ability to "get along with and work with others in a give-and-take manner." Curry stresses that, besides preparing students for the interpersonal aspects of job-holding, Mr. Thompson was insistent upon their acquisition of specific, practical skills and introduced numerous

drills to reinforce these skills. She especially credits him for his efforts in teaching her the touch method of calculator operation.

Jack Barringer, president of Barringer & Associates, is pleased with the skills exhibited by the office simulation students and attributes their readiness for work to the realistic, up-to-date, hands-on approach employed by Thompson. During his visits to Sweet Home High School, Barringer has both given assistance to and received aid from the Monkey Business operation. Through trouble-shooting, he and other local businesspeople have helped solve operational problems of the office simulation. The cluster exposed Barringer to office applications of computers. His company is currently introducing them into its office procedures, and he is pleased to have some former Monkey Business computer operators on hand.

Another employer who is exuberant about the skills Thompson's students display on the job is Dick Manning, director of employee relations, James River Corporation, Halsey. He attributes such characteristics as care in typing and proofreading and low absenteeism to training received by graduates of Sweet Home High School's office simulation. Manning believes Thompson tailors his requirements to those his students will face in the real work world and that he is able to do this because he "listens to business."

Paul Kaufman, the curriculum director of Sweet Home Schools, was instrumental in the acquisition of office equipment through Vocational Education grants. He explains the simulation's success a bit differently: "Chuck Thompson is an innovator. He has both the ideas and the foresight to implement those ideas."

Thompson has compiled no statistics regarding his students' successes after high school, but if he did, they would surely be impressive. While looking back over Monkey Business group pictures from the past seven years, he can rattle off countless students who are employed in office occupations, who have taken positions outside of Sweet Home, or who have gone on to major in business at the community college or university level.

Implications for Other Schools

The Wholesale Monkey Business simulation is transportable to clerical, bookkeeping, or accounting programs in other schools and settings. The 1981 edition of the operator's manual was developed by Thompson through a grant from the Oregon Department of Education and is available for use in Oregon schools. Business teachers may obtain copies by contacting Dean Herman, Specialist, Business, Office, and Marketing Related Programs, Department of Education, 700 Pringle Parkway, SE, Salem, Oregon 97310.

The manual includes tips for implementing and adapting the program, a complete explanation of company operating procedures, a detailed and color-coded job description for each of the company's positions, product price lists, and samples of the twenty-seven different forms used in the office simulation. The author has granted permission to copy any of these items for use in Oregon public school classrooms.

One suggestion Thompson offers for adapting the program deals with class size. "My class size runs about 10-14. The jobs can be combined for small classes of 6-10 or expanded to accommodate 20-24, possibly even more."

On the subject of office equipment Thompson explains, "When we first started the Monkey Business, we did everything by hand. Slowly, ever so slowly, we made our change-overs. Under no conditions should you feel you cannot run this simulation unless you have a computer. Without a computer you will probably be able to use more work stations, possibly two people sharing the same job--two bankers, two inventory clerks, and so forth."

Thompson designed the computer programs that students use in the simulation at Sweet Home High School. Anyone interested in adapting Monkey Business in conjunction with microcomputers is encouraged to contact him regarding availability and use of these programs.

Another way to learn about Thompson's computer applications within the simulation would be to attend the Twelfth Annual Conference of the Northwest Council for Computer Education (NCCE), February 17-19, 1983, where he will present "Run Your Own Business-High School Simulation." The conference will be at the Foundation Center, Oregon State University, Corvallis, with Thompson's talk scheduled for 10:00 a.m., Saturday, February 19. Participants may register at the door or by contacting Paul Messersmith, Sweet Home High School, Sweet Home, Oregon 97386, for registration materials.

James Hagler, business teacher at Alsea High School, is presently finalizing plans to implement the Monkey Business simulation in his Business Open Lab later this school year. His lab operation and offerings are detailed in the next chapter of this Bulletin.

The Alsea Business Open Lab

James Hagler also faced great limitations on being able to offer a range of business machine and accounting skills classes when he began his teaching career at Alsea High School five years ago. As the only business teacher in this small school in the coastal mountains, he faced a diversity of student needs. That first year he attempted to meet those individual needs for varied courses within the traditional classroom setting. But he found himself devoting an inordinate amount of class time to imparting directions and answering procedural questions for those students pursuing coursework independent from the regular class fare.

In his search for a way to allow for flexibility of course offerings as well as acceptable quality of instruction, Hagler consulted with Burr Fancher, who was then vocational education specialist with Linn-Benton ESD. With Fancher's help he wrote a Small Schools Incentive Grant proposal for funds to plan, equip, and initiate an open lab. He was awarded a grant amounting to $6,000 to be used over three years.

The first year of the grant Hagler researched the open lab concept, visited other schools' business labs, and planned his own. His visits to North Bend High School's Business Lab proved especially beneficial to him in development of the lab at Alsea. Although the North Bend model is on a much larger scale than Hagler envisioned for his own setting, it directed him in his efforts and provided him with a concrete example upon which to base his organization.

Hagler developed individualized learning packets for the various

minicourses he planned to offer. These packets incorporated textbook assignments and hands-on exercises with office equipment. Besides allowing him time to plan and prepare teaching materials, the grant enabled Hagler to add and upgrade classroom office equipment. Purchases during the three years of the grant included two correcting typewriters, three ten-key calculators, file cabinets, two transcription machines, two Apple II computers with disc drives, and one line-printer.

How the Open Lab Operates

In the brochure describing the Business Open Lab, Hagler explains to students its purposes:

1. To give you a wider selection of class offerings in the business area.
2. To give you a chance to work at your own rate and earn credit for work completed instead of time put in.

Students in ninth through twelfth grades may register for the Open Lab either one or two periods a day. Participants select minicourses from the lab's offerings, which include record-keeping, bookkeeping, data processing, business math and machines, typing skills (the equivalent of Typing II), office procedures, shorthand and/or speed-writing, Marketing I, and BASIC and the microcomputer. Thus, Hagler has combined aspects of several occupational clusters. Each minicourse consists of a set of assignments, or learning packets, and is designed to be completed within a nine-week period. Each learning packet begins with a pretest and ends with a posttest. Hagler combines posttest scores with his evaluation of work completed by students and students' use of class time to determine grades. Completion of an

entire minicourse yields one-fourth of a graduation credit. It is possible for a student who budgets time carefully to complete one and one-fourth credits within a year.

Hagler finds this individualized approach frees him to provide direction and to work with students when they need his assistance. Indeed, a visit to the Business Open Lab finds students working on individual projects, working in pairs or small groups, or consulting with Hagler about their assignments. Hagler is obviously in touch with each student frequently and knows what assignment he or she is on, anticipates what assistance may be needed, and is aware of each student's level of progress.

The lab introduces students to a variety of business skills. They are not locked into one course for the year but can sample several skills or concentrate upon one particular area of interest. Besides allowing students flexibility within the lab itself, Hagler extends his flexible, individualized approach to students who want to take Typing I, Accounting, or Personal Finance but cannot fit these courses into their schedules when they are offered. He often allows such students to sign up for these courses during Open Lab hours and supervises them in their coursework as he does the Business Lab students in their minicourses.

Hagler frequently revises the individual learning packets or entire minicourses as he sees need for improvements, as new equipment is added to the lab, or when new textbooks are adopted. He also integrates new lab offerings periodically, as he plans to do later this school year when the office simulation Monkey Business will be incorporated. He has been anticipating this for several months, and his preparations have

included planning an introduction to the accounting cycle, which he feels participants will need in order to benefit fully from an office practice simulation. He has also devoted many hours to preparation and printing of Monkey Business office forms, adapting the simulation for use with a small group of students, and adapting Thompson's computer applications to the Apple II.

Hagler intends to apply Vocational Basic Grant moneys toward purchase of a word processor and an electronic typewriter soon. This new equipment will mean further revision of and additions to individualized learning materials.

Impact of the Open Lab

Perhaps the most obvious impact of the Alsea Business Open Lab is the number of students it serves. Last school year thirty of the fifty-five Alsea High School students opted for the Open Lab. Besides exposing a large proportion of the school's population to business machine and accounting skills, this high enrollment allows Hagler to enhance the lab's offerings for upcoming students. This is due to the fact that enrollment is one of the factors that determines the size of a program's Vocational Basic Grant. Thus, with increased enrollment there comes increased funding.

Chuck Jackson, superintendent of Alsea School District, emphasizes, "It is advantageous to have this kind of program in a small school so that you can offer the variety of business courses you want to offer." He is quick to point out, though, that it "takes that special person who sees the needs of the individual students and who will sacrifice the time to plan and operate this kind of program. Jim Hagler is one of

those special people."

According to Wayne Johnson, Linn-Benton ESD's present vocational education specialist, "The Alsea Business Open Lab serves as a model for small schools wishing to develop the concept just as North Bend is a model for larger schools."

Alsea's James Hagler is quite willing to host visitors to the lab, share learning packets, and answer questions about setting up similar labs in other schools. He may be contacted at Alsea School District 7J, Alsea, Oregon 97324.

Union High School's Office Simulation

Charlene Moffit, Union High School business teacher, knew from her own secretarial experience that students could not gain job entry skills strictly through textbook assignments. That realization plus the isolation of Union from learning opportunities available in more populated areas prompted her some ten years ago to develop an office simulation approach within Union's stenographic secretarial cluster. She describes it as a "homespun program which I started some years ago and which grew like Topsy." Moffit operates the two-hour class like a regular office, combining teacher-made materials and commercial practice sets with a district-purchased commercial office simulation.

The official course description explains the office simulation:

> This class is operated as a regular office with a simple time card system. A receptionist handles all callers and writes up and distributes job orders as they come in. The work is handled on a steno pool basis. The jobs of receptionist, bookkeeper, inventory and supply clerk are filled on a rotation basis.
>
> Simultaneously during the first and third nine-week periods, South-Western Publishing Co.'s "Serendipity" office simulation is operated. This fits in very well with the overall operation of the regular class.

Basically, the students are involved in five areas: (1) learning packets, commercial practice sets or teacher-assigned projects directed toward the student's particular ability and

interest; (2) completion of actual jobs for the community or school district; (3) completion of job rotations in the Serendipity office; (4) office practice procedure study which culminates in a permanent portfolio that students can take with them on the job; and (5) work observation sites and actual work experience outside of class.

Typing I is a prerequisite, and students are encouraged to complete all of the other secretarial-stenographic cluster courses. This class is a two-year course; however, it is operated on a three-track system: first-year juniors, first-year seniors (who come in during their last year only), and second-year seniors."

Equipment for the cluster has been purchased with district funds, state Vocational Basic Grant moneys, and a Program Improvement Incentive Grant from the state. Thus, available for use in the office simulation are both manual and electric typewriters, one electronic typewriter (the district shares an IBM memory typewriter with three other small schools), electronic calculators, ten-key adders, a word processor, and a letter-quality printer. All district office machines are also available to the class.

Advantages of this Home-Grown Program

The advantages of Moffit's program are that it is flexible to accommodate individual and class needs and is relevant to the real world of work. The flexibility is demonstrated by the variety of learning experiences in which students participate, which include working in Serendipity, Inc. (a simulation of a cosmetics distributorship);

completing individualized learning packets designed to train students in use of business machines; doing work for the school district, church groups, the Union Public Library, or the Eastern Oregon Livestock Show; or participating in office procedure study. For the latter activity, Moffit brings the whole class together periodically to address skills enumerated in the state Stenographic-Secretarial Cluster Guidelines. The group comes to school in "office dress" three days each month when the class completes special "in-basket" tasks Moffit designs for them.

Relevance to the real world of work is stressed through work for the school district and community and through participation in Serendipity. Students learn to meet deadlines and to deal with the unexpected through situations Moffit creates for the company. Next year she intends to add a second commercial simulation revolving around the word processor.

Union High School officials and Moffit obtain a great deal of feedback from former students. From this they estimate that 40 percent of Moffit's students enter office occupations after high school, while 50 percent go on to business-related higher education. Students indicate that the office practice portfolio they develop and take with them from the simulation class is especially helpful to them in their work after graduation.

Trip to Portland Highlights Year

Moffit further emphasizes the relationship of her students' training to the real world through a class trip to Portland each spring. Juniors accompany her on a tour of business offices such as Portland General Electric, Far West Federal, and Copeland Lumber yards, where

they hear presentations about the work of clerical personnel.

Seniors have interview appointments arranged for them in advance by Moffit. Traveling in groups of four, they must find their way from their hotel to arrive by the set time at executive offices of large corporations such as Pacific Northwest Bell, First Interstate Bank of Oregon, or United States National Bank. Here one member of each group participates in an interview with a company official, while the three other students observe and critique the process. According to Moffit, "Many of them are scared, but it's a tremendous experience for them."

Transportation of the class to Portland is furnished by the school district. Students raise money to pay all their expenses for the stay in Portland through a chili-feed fundraiser. It is not unusual for them to net $1,000 to underwrite the trip. According to Union School District Superintendent Bob Periman, the community feels so strongly in favor of Mrs. Moffit's program that "people really turn out to support it."

Conclusion

The business education programs described in this Bulletin grew out of the ingenuity and diligence of three teachers, James Hagler, Charlene Moffit, and Charles Thompson. Through their ample energies they have each developed a flexible approach that is responsive to student needs and incorporates a strong flavor of the real world.

Also common to all three teachers is the initiative required to seek out, propose, and gain the supplementary funding grants that have enabled them to prepare materials and purchase equipment. It has been through this material and equipment combined with instructional expertise that these three teachers have overcome the limitations inherent in a small school setting.

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Dick Manning, director, employee relations, James River Corporation, Halsey, Oregon. Telephone interview November 19, 1982.

Charlene Moffit, business teacher, Union High School, Union, Oregon. Telephone interviews December 3 and 21, 1982.

Bob Periman, superintendent, Union School District, Union, Oregon. Telephone interview December 21, 1982.

Charles Thompson, business teacher, Sweet Home High School, Sweet Home, Oregon. Interviews November 12 and 30, 1982.

Sydney Thompson, director, Vocational Program Section, Oregon Department of Education, Salem, Oregon. Telephone interview December 21, 1982.

Appendix A

WHOLESALE MONKEY BUSINESS
RETAIL PRICE LIST

Item	Stock Code	Price
Monkey Food		
Banana	FB 129-01	$ 1.25
	FB 129-05	4.40
	FB 129-10	7.79
	FB 129-20	16.55
	FB 129-50	45.45
Coconut	FC 161-01	1.00
	FC 161-05	4.70
	FC 161-10	7.25
	FC 161-20	17.20
	FC 161-50	35.00
Coffee	FK 237-01	1.20
	FK 237-05	5.00
	FK 237-10	8.70
	FK 237-20	23.90
	FK 237-50	54.00
Garbage	FG 194-01	.95
	FG 194-05	3.35
	FG 194-10	7.85
	FG 194-20	13.25
	FG 194-50	39.75
Medicine		
Worm Pills	MWO 549	1.30
Vitamins	MVI 272	1.00
Antibiotics	MAN 363	2.75
Aspirin	MAS 365	.70
Cold Tablets	MCT 021	7.25
Cough Medicine	MLM 235	2.75
Personal Care		
Monkey Litter	MOL 695	3.10
Toothpaste	MTP 945	1.75
Foot Powder	MFP 367	1.75
Flea Powder	MFE 369	1.75
Lice Powder	MLI 372	1.75
Deodorant	MDE 242	1.75
Mouthwash	MWA 377	1.50
Manicure Kit	MEN 654	4.35
Night Cream	MNC 123	7.00
Brush and Comb Set	MBC 402	7.09
Flea Picker	MPK 411	3.25
Perfume Banana	MBP 265	3.25
Perfume Coconut	MCP 266	3.25

Appendix B

MONKEY BUSINESS PAPERFLOW